

**Agrawal  
Publications**

Igniting Minds !



# राँची विश्वविद्यालय, राँची नीलांबर-पीतांबर विश्वविद्यालय

## बी.एड. पाठ्यक्रम-प्रथम वर्ष



**AGRAWAL PUBLICATIONS®**

**विषय-सूची**

इस पुस्तिका में आपके विश्वविद्यालय का पाठ्यक्रम, पाठ्यक्रमानुसार हिन्दी व अंग्रेजी पुस्तकों की सूची तथा आपके निकटतम पुस्तक विक्रेता की जानकारी संलग्न है।

**विशेष सूचना**

कृपया उपरोक्त लोगो की पुस्तकें ही खरीदें। बाजार में इससे मिलती-जुलती अन्य पुस्तकों से सावधान रहें। इस पाठ्यक्रम को प्रकाशित करने में प्रकाशक द्वारा पूर्ण सावधानी बरती गई है। कृपया विश्वविद्यालय के पाठ्यक्रम से मिलान कर लें। किसी भी त्रुटि के लिए प्रकाशक जिम्मेदार नहीं है।

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## LIST OF BOOKSELLER

S.No	Identity Name	Address	City
1	Agrawal Book Distributors	2nd Floor, Dena Bank Building, Pustak Path, Upper Bazar	Ranchi
2	Bokaro Students Friends	"Chandralay", Tharphakna, Opp. Shrilok Complex, H.B. Road	Ranchi
3	Crown Book Depot	Pustak Path, Upper Bazar	Ranchi
4	Subodh Granthmala	Upper Bazar, Pustak path	Ranchi
5	Toppers Suggestion	1st Floor, Shri Ram Complex, Shradhanand Road, Upper Bazar	Ranchi
6	Agrawal Books	Pustak Path, Upper Bazar	Ranchi
7	Chhatra Pustak Bhandar	Pustak Path, Upper Bazar	Ranchi
8	Granth Bharti Distributors	Pustak Path	Ranchi
9	Kitab Wala	Pustak Path	Ranchi
10	Lohia Granthalaya	Pustak Path, Upper Bazar	Ranchi
11	New Vidya Sagar	Upper Bazar	Ranchi
12	Pustak Sadan	Pustak Path	Ranchi
13	Nirali Pustak	East Jail Road	Ranchi
14	New Book Centre	Engineering Road Daltonganj	Palamau
15	Agarwal book Stationer	Yuvraj Complex Opp. Zila School under of Axis Bank	Daltonganj

## IYEAR

Course	Maximum Marks		
	Ext.	Int.	Total
1. Childhood and Growing up	80	20	100
2. Contemporary India and Education	80	20	100
3. Learning and Teaching	80	20	100
4. Language Across the Curriculum	40	10	50
5. Understanding Disciplines and Subjects	40	10	50
6. Gender, School and Society	40	10	50
7a. Pedagogy of a School Subjects	40	10	50
8. EPC 1 Reading and Reflecting of Text	40	10	50
9. EPC 2 Drama and Art in Education	40	10	50
10. EPC 3 Critical Understanding of ICT	40	10	50
<b>Total</b>	<b>520</b>	<b>130</b>	<b>650</b>

## FIRST YEAR

## COURSE-1 : CHILDHOOD AND GROWING UP

## UNIT-I: Growth and Development

- Meaning, Nature and Principal of Growth and development.
- Stages of Growth and development with respect to physical, motor, social emotional and Cognitive development with reference to :  
(i) Infancy, (ii) Early Childhood, (iii) Childhood.
- Adolescence : with special reference to the :  
(i) Needs and problems of the adolescent.  
(ii) Aspects of Growth and development during adolescence (physical emotional, social and mental).

## UNIT-II : Heredity and Environment

- Meaning, importance and role of heredity and environment.
- Educational implications.

## UNIT-III : Individual Difference

- Meaning, nature, areas, causes.
- Influence of individual differences on learning.
- Educational implications.

## UNIT-IV : Intelligence and Creativity

## Intelligence :

- Nature of intelligence, emotional intelligence.
- Theories of intelligence.



- Distribution of intelligence :  
(i) Gifted, (ii) Backward - slow learner, (iii) Mentally challenged.

#### Creativity :

- Meaning and characteristics.
- Process of creativity.
- Role of the teachers in enhancing creativity.

#### UNIT-V : Personality

- Definition, nature, factors, types, theories.
- Mental Hygiene : Meaning, causes of maladjustment, educational programs to promote mental hygiene and defense mechanism.

#### पाठ्य-पुस्तकें

ED743 बाल्यावस्था एवं उसका विकास —रीता चौहान/ पाठक  
(Revised and Enlarged Edition)

EDG93 New Approach to Educational Psychology —Reeta Chauhan

### COURSE-2 : CONTEMPORARY INDIA AND EDUCATION

#### UNIT-I :

- Meaning and aims of Education, scope, nature and function of education, factors influencing aims of education.

#### UNIT-II : Indian Constitutional basis of Education

- Concept of diversity : At the level of Individual of Religions, Castes, Tribes etc.
- Equity, Inequality, Discrimination and Marginalization in the way of Universalisation of education.
  - Preamble
  - Fundamental Rights and Duties of citizens
  - Directive principle of state policy

#### UNIT-III : Background of policy of Education in British India

- Brief history of policies between 1947-64, 1964-86, 1986 and after.

#### UNIT-IV : Policy frameworks for public education in India

Contemporary Issues and policies :

- (A) Right to Education : Sarva Shiksha Abhiyan and the thrust towards enrolling and retaining hitherto marginalized children, Role and agency of teachers in the context of universal and inclusive education.
- (B) Earlier policies for Universal Elementary Education, Nayee Taleem to integrate life, Work and Education in context of community Participation and Development, The response of diverse social groups of India to the spread of modern education in the colonial and Post-independence periods.



- (C) Education for marginalized group : Women, Dalits and Tribal people, Nationalist critique of colonial education and experiments.
- (D) Liberalization and Globalization of Indian Economy, Pedagogic and curricular shift of 1990s and 2000s, Mid-day Meal Programme and the role of Legislative action to ensure nutrition and public space where children eat together.
- (E) Current concerns : Plebianisation, Privatization, Stratification of education.

#### पाठ्य-पुस्तकें

ED1023 समसामयिक भारत और शिक्षा —पूनम मदान/ त्यागी  
EDG77 Philosophical and Sociological Pers. —Bhavna Shukla  
of Education in Contemporary India

### COURSE-3 : LEARNING AND TEACHING

#### UNIT-I : Learning and Teaching

1. Definition, meaning, characteristics, factors affecting learning curve.
2. Theories of learning.
3. Classical conditioning.
4. Operant conditioning.
5. Trial and error.
6. Insight learning.
7. Transfer of learning : Definition, meaning, types, theories educational implications.

#### UNIT-II : Memory

1. Concept, factors, aids to develop memory.
2. Technique to motivate children in the classroom.

#### UNIT-III : Motivation

1. Concept, types and Maslow's theory.
2. Techniques to motivate children in classroom.

#### UNIT-IV : Guidance and Counselling

1. Definition and meaning, differences between guidance and counselling.
2. Types of guidance - personal, educational, vocational : Aims, needs and techniques.
3. Role of the teacher and school in guidance and counselling.

#### UNIT-V : Learning and Special Children

1. Concept and meaning of special children.
2. Identification of children with (i) Dyslexia, (ii) Autism, (iii) Attention Deficient disorders.



3. Mainstreaming special children with normal children.
4. Special education programme for these children.

### पाठ्य-पुस्तकें

ED1002 अधिगम एवं शिक्षण —रीता चौहान/माथुर  
(Revised and Enlarged Edition)  
EDG93 New Approach to Educational Psychology —Reeta Chauhan

## COURSE-4 : LANGUAGE ACROSS THE CURRICULUM

### UNIT-I : Language Policies

- (a) Three language formula.
- (b) Constitutional provisions.
- (c) Colonial debates on school language policies.

### UNIT-II : Strategies for developing language competencies (Listening, Speaking and Writing)

1. Listening : Pronunciation, Expression, Phonetic, Stress and Intonation.
2. Speaking : Concersation and Dialogues, Controlled and guided oral work, Free oral reproduction, Rhythm and jingles, Word and Sentence stress, Drill.
3. Reaing : Mechanics of reading, Method of teaching reading (Alphabetical method, word method, sentences method), Kinds of reading (Loud and silent reading) Types of reading (intensive and extensive reading).
4. Writing : Mechanics of writing, Good handwriting, Teaching of spellings.

### UNIT-III : Aspects of Language Teaching

1. Techniques : Discussion, Notation, Questioning.
2. Methods : Storytelling, Dramatization, Simulation, Recitation, Song/ Action, Appreciation, Comprehension, Summarizing.

### पाठ्य-पुस्तकें

ED1024 पाठ्यक्रम में भाषा —स्नेहलता चतुर्वेदी  
EDG83 Language Across the Curriculum —S. Krishna Kumari

## COURSE-5 : UNDERSTANDING DISCIPLINES AND SUBJECTS

### UNIT-I : Philosophical aspects of Education

1. Western Thinkers
  - John Dewey
  - Rousseau

2. Indian Thinkers
  - Swami Vivekanand
  - Ravindra Nath Tagore

### UNIT-II:

1. Concept and Scope of Curriculum
2. Importance, Need and Utility of Curriculum.
3. Approaches and methods of Organizing different pedagogical subjects.
4. Principles of designing curriculum in pedagogical subjects at different stages in school.
5. Current discourses on school curricula (e.g., Purely discipline oriented not learner oriented).  
Suggestions/Guidelines for selection of materials for curriculum (e.g., Work related subjects like horticulture or hospitality, need to be creatively developed etc.).

### पाठ्य-पुस्तकें

ED1025 पाठ्यक्रम में विषयों की समझ —पायल भोला जैन/रुहेला  
EDG81 Understanding Discipline and School Subjects —Bhavna Shukla

## COURSE-6 : GENDER, SCHOOL AND SOCIETY (1/2)

### UNIT-I:

- Meaning of Gender, Gender bias and its indicators.
- Role of women, Measures for the uplift or women and removing gender bias with reference to Indian constitution.

### UNIT-II:

- Sociological basis of Education.
- Relation between society and Education with special reference to aims of Education, Method of teaching Curriculum.
- Gendered roles of agencies in education : Family, Community, School, Mass Media, Caste, Religion, Culture and popular culture, Law and State in challenging gender inequalities or reinforcing gender parity.

### UNIT-III:

- The role of teachers in formulating of positive notions of sexuality among young people.
- Its impact and issues : Perceptions of safety at school, Home and beyond, Identification of sexual abuse/violence and its verbalization, Combating the dominant societal outlook of objectification of female body.

## पाठ्य-पुस्तकें

ED1003 लिंग, विद्यालय एवं समाज

—प्रतिमा त्रिपाठी

EDG91 Gender, School and Society

—Vinoti Ojha Trivedi

## PEDAGOGY OF A SCHOOL SUBJECT

COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT  
ENGLISH

## UNIT-I : Place of English in India and its Aims

1. Place of English in India colonial and post colonial perspective.
2. English as a library language, a link language, a language for communication in a globalized economy, a window to the world, a world language to foster international brotherhood.
3. Aims and objectives of teaching English as a second language at higher/lower level.
4. The theories and principles of language learning based on the Piaget, Vygotsky, Bruner and Chomsky.

## UNIT-II : A Method and Approach of teaching English

1. Grammar cum translation method vs. direct method.
2. Dr. West's new method & bilingual method.
3. Structural approach vs. functional communicative approach.
4. Situational language teaching.
5. Skills of introducing, Questioning, Probing, Explaining, Illustrating.

## UNIT-III:

1. Teaching of Prose, Poetry, Grammar, Composition.
2. Difference between Prose and Poetry.
3. Important components of lesson Plan.
4. Lesson plan of Prose, Poetry, Grammar and Composition.
5. Different Literary and poetic devices : Rhyme, Rhythm, Simile, Metaphor, Alliteration, Pun Repetition...etc.
6. Essential qualification and qualities of an English Teacher.

## UNIT-IV : Audio-Visual Aids in the Teaching of English

1. Need and importance of Audio-Visual Aids.
2. Types of Audio-Visual Aids and its appropriate uses.
3. Language laboratory.

## UNIT-V : Teaching of Grammar

1. Nature of Grammar.
2. types : Functional and Formal.
3. Methods : Inductive and Deductive.

4. Important aspects of English Grammar : Prefixes, Suffixes (Inflectional and Derivational) Stress, Intonation, Juncture.

## UNIT-VI:

1. Teaching of Vocabulary.
2. Selection and Gradation of English Vocabulary for Teaching.
3. Vocabulary Games.

## UNIT-VII : Spoken English

1. Phonology : Definition, organs of speech, vowels, consonants, diphthongs.
2. Stress and intonation.
3. Practical work : Use of pronouncing dictionary, pronunciation drill, reading phonetic description.

## UNIT-VIII : Evaluation in English

1. Concept of evaluation.
2. Essentials of a good test.
3. Tools of evaluation : Oral, Written, Types of questions.
4. Importance of test and examination.

## पाठ्य-पुस्तकें

EDG113 English Language Teaching

—Hena Siddiqui

EDG90 New Trends in Teaching of English

—Hena Siddiqui

COURSE-7 A/7B : PEDAGOGY OF A SCHOOL SUBJECT  
HINDI

## इकाई-I : हिन्दी शिक्षण : सैद्धान्तिक पक्ष

1. भाषा की प्रकृति, महत्व एवं अधिगम प्रक्रिया।
2. हिन्दी शिक्षण के उद्देश्य।
3. विद्यालयी स्तर पर भाषा।
4. हिन्दी भाषा एवं साहित्य शिक्षण की विधियाँ।

## इकाई-II : भाषिक योग्यताओं का विकास

1. श्रवण, दृश्य एवं मौखिक अभिव्यक्ति कौशल का विकास।
2. पठन योग्यता का विकास, पठन शिक्षण की विधियाँ – सस्वर पठन, मौन पठन, समकालिक पठन, सूक्ष्म पठन एवं विस्तृत पठन।
3. लिखित अभिव्यक्ति क्षमता का विकास।

## इकाई-III : साहित्यिक विधायें एवं व्याकरण शिक्षण

1. कविता शिक्षण।

2. गद्य तथा पद्य की विभिन्न विधाओं का शिक्षण – उपन्यास, नाटक, निबन्ध, कहानी।

3. व्याकरण शिक्षण।

इकाई-IV : मूल्यांकन, क्रियात्मक शोध तथा समुन्नयन कार्य

1. हिन्दी पाठ्य-पुस्तक समीक्षा।
2. भाषा सम्प्राप्ति मूल्यांकन।
3. निदानात्मक एवं उपचारात्मक कार्य।
4. क्रियात्मक शोध।
5. समुन्नयन कार्य।

प्रायोगिक कार्य

1. क्रियात्मक शोध।
2. कहानी का नाट्य रूपान्तरण, अनुवाद।
3. प्रोजेक्ट, दत्त कार्य।
4. प्रश्न-पत्र प्रारूप एवं प्रश्न-पत्र निर्माण।

### पाठ्य-पुस्तकें

ED817 हिन्दी शिक्षण

—रीता चौहान

### COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT URDU

#### A. Language

1. Origin and Development of Urdu language in India.
2. Position of Urdu language in the post Independent India.
3. Various formats (Asnaf) of Urdu Language and Literature.
4. Aims of teaching language (Psychological and Linguistic approach of Language teaching).
5. Aims and objectives of teaching Urdu language.
6. Importance of Mother-tongue in school subject.

#### B. Methodology

1. Pronunciation in Urdu, Skill in questioning, example and explanation.
2. Technique of Urdu Teaching.
3. Teaching Urdu Prose, Poetry, Ghazal, Grammar, Essay and Letter Writing.
4. Examination and Evaluation.
5. Importance of Homework in Urdu.
6. Lesson Planning (Meaning, Importance and Structure) planning of prose, poetry, grammar and essay.

#### C. Material

1. Urdu Text-book (Evaluation of existing curriculum).
2. Teaching and reading material.  
(Silent, loud, simultaneous, extensive and intensive reading).
3. Audio-Visual Aids in Urdu Teaching.
4. Personality of Urdu Teachers.
5. Co-curricular activities (Practical activities) in Urdu.
6. Urdu Library.

### पाठ्य-पुस्तकें

ED418 उर्दू शिक्षण (Ref. Book)

—एम. ए. मक्की

### COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT SANSKRIT

#### UNIT-I : Aims and Objectives of Teaching Learning

1. Importance of Sanskrit as language and its status.
2. The position of Sanskrit in India.
3. The place of Sanskrit in the School curriculum.

#### UNIT-II : Methods of Teaching Techniques

1. Prose : Discussion, narration, questioning.  
Methods : Story telling, Dramatization, Simulation.
2. Poetry Methods : Recitation, Song/Action, Dramatization, discussion, appreciation.
3. Grammar Methods : Inductive, Deductive, Playway, Interactive.
4. Composition : Guided, free, creative, correction of composition.

#### UNIT-III : Atrategies of developing language competencies

1. Listening : Pronunciation, expressive, phonetics, stress on intonation.
2. Speaking : Loud, silent, chorus, expressive, speed.
3. Writing : Handwriting skill, poetic and non-postic.
4. Extra : Curricular activities of Sanskrit.

#### UNIT-IV : Teacher and Text-book

1. Teacher : Qualities, role and responsibilities, Professional growth, diagnostic testing and remedial teaching.
2. Text-book : Characteristics of a text-book, critical analysis of a text-book.

#### UNIT-V : Materials of Instruction or language teaching

1. Language Practice : Assignment, games, club, language club.
2. Use of technology : Multimedia centre, OHP, Video, tape-recorder, Computer assisted instruction.



3. Use of media : TV, Newspaper, Advertisements.
4. Use of Library : Koshas, Dictionaries.
5. Language Lab.

पाठ्य-पुस्तकें

ED365 संस्कृत शिक्षण (Ref. Book)

—शिखा शर्मा

**COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT  
PHYSICAL SCIENCE**

**UNIT-I : The nature and scope of physical science**

1. Nature and scope of Science.
2. Structure of science, substantive structure, empirical knowledge, theoretical knowledge (Facts, concepts, Hypothesis, theory, principle, law, syntactic structure of science, scientific enquiry, process of science, attitude of inquiry).

**UNIT-II : Aims, Values & Objectives of Teaching Physical Science**

1. Aims and objectives of teaching physical science.
2. Importance of physical science in school curriculum.

**UNIT-III : Science Curriculum**

1. Definition of curriculum.
2. Principles of curriculum organization.
3. Qualities of a good science text-book state & CBSE.
4. Critical review of Physical science text-book.

**UNIT-IV : Strategies of Teaching Physical Science**

1. Science teaching : Concepts and meaning of approaches methods and techniques.
2. Approaches : Inductive, deductive and heuristic.
3. Methods : Lecture, demonstration, lectured cum demonstration, scientific problem solving, team teaching.
4. Modern techniques of science teaching : Brain storming, quiz, seminars, discussion, scenario building.

**UNIT-V : Instruction Planning**

1. Importance and use of teaching aids :  
Visual : Projected aids, slides, film strips, transparencies.  
Audiovisual : TV, Radio, Film Projector, Computed (multimedia)  
Audio : Radio, Tape-recorder.  
Non-projected : Charts, models.
2. Maintenance of register in the lab.
3. Lab work and safety procedures.
4. Collection, improvisation and preservation of apparatus.

**UNIT-VI : Strengthening Science Teaching**

1. Science Clubs, Eco-clubs, Museum, and Science Fairs.
2. Role of Govt. and Non-govt. organizations in popularizing Science.

**UNIT-VII : Evaluation**

1. Concept, Type and importance of Evaluation.
2. Tools of Evaluation.
3. Construction of Unit test.
4. Construction of a Questions bank.

पाठ्य-पुस्तकें

ED546 भौतिक विज्ञान शिक्षण (Ref. Book)

—जे. के. सूद

EDG139 Teaching of Physical Science

—Sunita Sundriyal

**COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT  
LIFE SCIENCE**

**UNIT-I : The Nature and Scope of Life Science**

1. Meaning, Nature and Scope of Life Science.
2. Importance of life science in school curriculum.
3. Aims and objectives of teaching life science.
4. Specifying instructional objectives in behavioral terms.

**UNIT-II : Development of Instructional Material**

1. Meaning of unit planning in life science.
2. Step involved in development of teaching unit, determination of teaching points.
3. Unit plan, lesson plan.

**UNIT-III : Aids of Science Teaching**

1. Classification of teaching aids.
2. Importance of teaching aids in teaching life science.

**UNIT-IV : Science Curriculum, Science Library and Text-books**

1. Concept, scope and principles of curriculum constructions in life science.
2. Significance of good science library and selecting of books.
3. Characteristics of good science book.
4. Evaluation of the text book.

**UNIT-V : Approaches and Methods of teaching Life Science**

1. Enquiry, Problem solving, Lecture cum demonstration, Laboratory, project, Assignment, Team teaching, Workshops.

**UNIT-VI : Planning and Management of Science Laboratory**

1. Planning and organizing laboratory for practical and teaching of life science.



2. Safety in Bio-laboratory.
3. Maintenance of Science records and registers.

#### UNIT-VII : Evaluating outcome of Science teaching

1. Concept of Evaluation.
2. Steps in construction of objective based test.
3. Devising and adopting assessments procedure.

#### पाठ्य-पुस्तकें

ED816 जीव विज्ञान शिक्षण

—शैलेन्द्र भूषण/श्रीवास्तव

EDG107 Teaching of Biological Science

—Reena Bharti

### COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT MATHEMATICAL SCIENCE

#### UNIT-I : Nature of Mathematics

1. Understanding the nature of Mathematics, specially the role of Axioms, hypothesis, postulates and operations.
2. Contribution of any two mathematicians (Aryabhatta, Ramanuja, Euclid, Pythagoras).
3. Importance of Mathematics in life.
4. Maths across the curriculum - its relation with other disciplines.

#### UNIT-II :

1. Aims and objectives of Mathematics.
2. Methods/techniques of teaching Maths : Inductive, deductive, analytic, synthetic, problem-solving, lecture cum demonstration, drill, assignments, graded presentation.

#### UNIT-III :

1. Special programme and motivational schemes for gifted children.
2. Diagnosis causes and remedies of backwardness in mathematics.

#### UNIT-IV : Mathematics Teacher

1. Qualities and Qualifications.
2. Professional growth.
3. Difficulties faced by the teachers and suggestive measures to overcome them.

#### UNIT-V : Curriculum and Text-book of Mathematics

1. Critical study of syllabus of different stages in accordance with the theoretical principles of curriculum construction.
2. Organization of content on the basis of topical and concentric approaches.
3. Characteristics of a good text-book of Mathematics.
4. Evaluation of text-books (std. V to XII).



#### UNIT-VI :

1. Mathematics room and its equipments, Maths Laboratory.
2. Co-curricular activities : Games, Quiz, Puzzles, Visits, Talks.
3. Organization and importance of Maths club.

#### UNIT-VII : Instructional Material

Type, importance, uses with special reference and following visual aids :

1. Projected aids - Slides, Transparencies.
2. Non-projected - Charts, models, boards, calculators.
3. Audio-Visual - TV, Video.

#### UNIT-VIII :

1. Making a lesson plan and construction of an achievement test in mathematics.
2. Designing of some experimental projects in Maths.

#### UNIT-IX :

1. Popularizing mathematics.

#### पाठ्य-पुस्तकें

ED717 गणित का शिक्षण

—पायल/रावत

ED844 गणित का शिक्षणशास्त्र

—रावत/अग्रवाल

EDG27 Teaching of Mathematics (Ref. Book)

—Siyaram Yadav

### COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT HOME SCIENCE

#### UNIT-I : Meaning and Scope of Home Science

1. Meaning, Nature of Home Science and its place in the secondary school.
2. Aims and Objectives of teaching Home Science at Senior Secondary level.
3. Importance and scope of Home Science.

#### UNIT-II : Methods and Approaches of teaching Home Science

1. Discussion method,
2. Lecture and question and answer method,
3. Project method,
4. Problem-solving method,
5. Demonstration method,
6. Laboratory method,
7. Dramatization and field trips.

#### UNIT-III : Teaching Learning Process in Home Science

1. Teaching of Child Development.
2. Teaching of Food, Health and Nutrition.



3. Teaching of Textile and Clothing.
4. Teaching of Home Management.

**UNIT-IV : Audio Visual Aids in Teaching Home Science****UNIT-V : Home Science Teacher**

1. Qualities of good Home Science Teacher.
2. Role of Home Science Teacher.

**UNIT-VI : Curriculum Contentions**

1. Concept, Principles, Basis and Measures.
2. Curriculum for Secondary School Stage.
3. Unit planning - meaning, importance, steps, advantages.

**UNIT-VII : Lesson Planning**

1. Concept of Planning of Home Science teaching.
2. Various steps of Lesson Planning.

**UNIT-VIII : Evaluation in Home Science teaching**

1. Concept of measurement and evaluation.
2. Criteria of good evaluation.
3. Preparation of blue print in evaluation.

**पाठ्य-पुस्तकें**

ED078 गृह विज्ञान शिक्षण

—डॉ. एन. श्रीवास्तव/शैरी

**COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT  
HISTORY METHOD**
**UNIT-I: Concept of History**

1. Concept of History, Aims and objectives of teaching History, Place and importance of teaching the subject at secondary and higher secondary level of Education.

**UNIT-II : Methods**

1. Method of teaching - Story telling, Dramatization and Role play, Lecture, Discussion, Sources, Question and Answer, Project, Self Study, Assignments, Supervised study.

**UNIT-III : Co-relation with other subjects**

1. Co-relation with other school subjects, Geography, Literature, Philosophy, Science, Economics, Political Science (Civics).
2. Scientific approach to teaching the subject :
  - \* Concept based teaching
  - \* Generalization based teaching
  - \* Maxims of teaching - known to unknown, simple to complex, concrete to abstract.

**UNIT-IV : Co-curricular Activities**

1. Importance and organization of co-curricular activities, clubs, visits, celebration of days of National importance and festivals.
2. Knowing History through excursion, Museum.
3. History room needs, equipments, maintenance.

**UNIT-V : Qualities of Teacher**

1. Qualities and qualifications of a good History teacher, Challenges faced by the History teacher in the present day context.

**UNIT-VI : Instructional Materials and teaching Aids - Types and Importance**

1. Visual, CB, charts, pictures, graph, maps, globes, models, flannel board
2. Auditory - Radio, gramophone, phonograph records.
3. Audio Visual - TV, Motion pictures, films.
4. Miscellaneous : Booklets, Newspaper, Magazine, computer assisted instructions.

**UNIT-VII : Examination and Evaluation of History**

1. Planning of History Lesson.
2. Unit Planning.

**पाठ्य-पुस्तकें**

ED846 इतिहास शिक्षण

—रोमा श्रीवास्तव

ED041 इतिहास शिक्षण

—गुरसरनदास त्यागी

**COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT  
CIVICS METHOD**
**UNIT-I**

Meaning and Scope of Civics/Political Science.

**UNIT-II**

Aims and Objectives of teaching Civics at Various stages of Education.

**UNIT-III**

Relation of Civics with other Social Sciences.

**UNIT-IV**

Curriculum of Civics in School, Meaning, Definition, principles, Curriculum Principle of selection and organization of curriculum.

**UNIT-V**

Methods of teaching : Unit method, Source method, Discussion method, Problem method, Project method, Socialized recitation method.

**UNIT-VI**

Audio-Visual Aids in Civics.

**UNIT-VII**

Civics Room, Museum and Club.

**UNIT-VIII**

Textbook and Reference books in Civics.

**UNIT-IX**

Civics Teacher.

**UNIT-X**

Examination and Evaluation in Civics.

**UNIT-XI**

Practical Activities in Civics (Youth parliament, UNO etc.).

**UNIT-XII**

Planning of Civics lesson.

**UNIT-XIII**

Concept of citizenship and its important on present day social order.

**पाठ्य-पुस्तकें**

ED755 नागरिकशास्त्र का शिक्षणशास्त्र

—रोमा श्रीवास्तव

ED485 नागरिकशास्त्र शिक्षण का प्रणाली विज्ञान

—गुरसरनदास त्यागी

**COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT  
ECONOMICS METHOD**
**UNIT-I : Economics and its Aims**

1. Nature, scope, importance of Economics, Aims and objectives of teaching at secondary and higher secondary level.
2. Co-relation of Economics with Mathematics, History, Geography, Science and Language.

**UNIT-II : Approaches to teaching Economics Methods**

(Importance, procedure, advantage and limitations)

1. Lecture cum discussion method
2. Project method
3. Problem-solving method
4. Symposium
5. Self-learning
6. Dramatization

**UNIT-III : Pedagogical Analysis (in relation to core elements given in NPE 1986)**

1. Unit Analysis
2. Instructional objectives and procedure
3. Planning in Economics.

**UNIT-IV : Economics Curriculum and its Objectives**

1. Meaning of Curriculum.
2. Importance of Economics Curriculum at the School : Secondary and Higher Secondary Stage.



3. Principles and Organization of Curriculum.
4. Innovations in Curriculum.

**UNIT-V : Economics Teacher**

1. Qualities and qualification.
2. Role and responsibility.
3. Professional Growth.
4. Diagnostic testing and remedial teaching.

**UNIT-VI : Facilities and Equipments**

1. Instructional material and teaching aids :
  - (i) Visual : Chalkboard, chart, pictures, graphs, maps, globes, objects, models, specimens and flannel board.
  - (ii) Auditory : Radio, recorders.
  - (iii) Audio-Visual : Television, Motion picture, films.
  - (iv) Miscellaneous : Booklets, Newspapers, Magazines.
2. Computer assisted instructions.

**UNIT-VII : Examination and Evaluation in Economics.****पाठ्य-पुस्तकें**

ED484 अर्थशास्त्र शिक्षण का प्रणाली विज्ञान

—गुरसरनदास त्यागी

EDG46 Teaching of Economics (Ref. Book)

—J. C. Agrawal

**PAPER-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT  
GEOGRAPHY METHOD**
**UNIT-I : Nature and Scope of Geography**

1. Unique position of Geography among social sciences.
2. Geography as a bridge between arts and science.

**UNIT-II : Aims and Objectives of Geography as a means to**

1. Understand the life of Man and his environment.
2. Develop a balance understanding of the people of the world.
3. Create awareness of relationship between resources and over population.

**UNIT-III : Concept of Geography**

1. Geography in the description of the earth.
2. Study of landscape-physical and cultural.
3. Science of distribution on earth.
4. Study of the earth as the home of man and the interaction between man and his environment.

**UNIT-IV :**

Planning the Geography Curriculum, Its importance, Basic principles and techniques of curriculum construction for different levels.

**UNIT-V:**

Correlation of Geography with other subjects.

**UNIT-VI:**

Local Geography : Its meaning, significance and usefulness.

**UNIT-VII : Method of teaching Geography**

1. Story telling, Text book, Observation and direct, Laboratory, Regional and Comparative, Project, Discussion method.

**UNIT-VIII:**

Geography Teacher.

**UNIT-IX : Teaching Aids**

Kinds importance, Chalk Board, Globes, Maps, Atlas, Gharts, Models, Pictures, Projected Aids.

**UNIT-X:**

Methodology : Instruments and Sample Survey, Instruments : Types and used.

**UNIT-XI:**

Geography Room : Laboratory, Geography Museum, Excursion - their importance and Equipment.

**UNIT-XII:**

Environment Pollution : A Geographical Problem.

**UNIT-XIII:**

The importance of Audio-Visual in Geography.

**UNIT-XIV:**

Examination, Evaluation and Measurements in teaching Geography.

**पाठ्य-पुस्तकें**

ED046 भूगोल शिक्षण (Ref. Book)

—एच. एन. सिंह

**COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT  
COMMERCE METHOD**

**UNIT-I : Concept of Commerce**

1. Meaning, need and scope of Commerce.
2. Importance of the subject.
3. Aims and objectives of teaching at Secondary and Higher Secondary Level.
4. Co-relationship with other subjects like Business Maths, Economics, Geography, Book Keeping, Science, Language.

**UNIT-II : Planning**

1. Lesson planning, unit planning, annual planning with objectives, procedures and evaluation.

**UNIT-III : Method of Teaching**

1. Expository based : Lecture, debate, discussion, story telling.
2. Discovery based : Experimental, inquiry, problem-solving.
3. Activity based : Simulation/gaming, survey, case study, project.
4. Individualized Instructive based : Computer assisted instruction modular, Mastery learning, Dalton plan.
5. Group Dynamics based : Seminars, conference, panel discussion, symposium.

**UNIT-IV : Text-book in Commerce**

1. Characteristics, importance of text-books.
2. Criteria for their selection.

**UNIT-V : Commerce Teacher**

1. Qualification and training, qualities.
2. Roles and responsibilities.
3. Professional growth.

**UNIT-VI : Co-curricular Activities**

Objectives, Importance, Principles of organization.

**पाठ्य-पुस्तकें**

ED193 वाणिज्य शिक्षण (Ref. Book)

—रामपाल सिंह

**COURSE-EPC 1 : READING AND REFLECTING ON TEXTS**

- (a) The role of language and the pedagogy of reading and writing.
- (b) The aims of the readings interactively - individually and in small groups.
- (c) Different types of readings skills and strategies : Narrative texts, Field Notes, Ethnographies.
- (d) Expository texts : Learn to make prediction, check their prediction, answer questions and summarize them, Responding to a text with one's own opinions or writing within the context of others' ideas.

**Possibilities of Practical Work**

- Read and respond to a variety of texts in their own ways (creative or critical).
- Learn to think together depending on the text and purpose of reading.

**Important : (Students will prepare project reports and files)**

**पाठ्य-पुस्तकें**

ED866 विभिन्न साहित्यों का पठन एवं निष्कर्षण

—पायल भोला जैन

EDG85 Reading and Reflecting on Text

—Hena Siddiqui



**COURSE-EPC 2 : DRAMA AND ART IN EDUCATION**

1. Aims and objectives of teaching art and drama in schools.
2. Place of Art in school education - child art, its characteristics.
3. The Art Teacher : Role, Areas of activities viz. Environment, Participation in life, visit to the place of Art.
4. Methods of teaching Art/Drama.
5. Activities related to Drama/Art :
  - \* Organization of School exhibition.
  - \* Art exhibition with different articles and waste materials.
  - \* One act play, Role play and cultural show.
  - \* Preparation of teaching aids, articles of decoration.

**Important : Students will prepare projects reports and files.**

**पाठ्य-पुस्तकें**

—रीता चौहान

ED847 नाट्य, कला और शिक्षा

**COURSE-EPC 3 : CRITICAL UNDERSTANDING OF ICT****UNIT-I :**

- (a) Concept of ICT or ICT in Education : Definition, Its Nature, Aims and Objectives and Importance of ICT.
- (b) Educational Technology and ICT.

**UNIT-II : Teaching Learning Materials**

- (a) Audio materials, visual and audio visual materials.
- (b) Project and non-project materials.
- (c) Computer, E-mail, Internet.

**UNIT-III :** Emerging communication, communication satellite, Teleconferencing, Interactive Broadcasting, Language Lab mobile service.

**UNIT-IV :**

- (a) Computer in Teaching learning.
- (b) Computer in Evaluation.
- (c) Computer in Educational Administration.

**पाठ्य-पुस्तकें**

ED807 शिक्षा के तकनीकी परिप्रेक्ष्य —स्मिता श्रीवास्तव/रश्मि शर्मा  
 EDG110 Features of ICT in Education —Bhavna Shukla  
 EDG84 ICT in Education : Visions and Realities —Bhavna Shukla

NCTE द्वारा संशोधित द्विवर्षीय बी. एड. के नवीनतम पाठ्यक्रमानुसार

**AGRAWAL SURE SUCCESS SERIES****I Year**

- बाल्यावस्था एवं उसका विकास (Childhood & Growing Up)
- समकालीन भारत और शिक्षा (Contemporary India & Education)
- अधिगम एवं शिक्षण (Learning & Teaching)
- पाठ्यक्रम में भाषा (Language Across the Curriculum)
- पाठ्यक्रम में विषयों की समझ (Understanding Discipline and Subject)
- लिंग, विद्यालय एवं समाज (Gender, School and Society)
- Pedagogy of English
- हिन्दी शिक्षण (Pedagogy of Hindi)

**II Year**

- ज्ञान एवं पाठ्यक्रम (Knowledge and Curriculum)
- अधिगम के लिये आंकलन (Assessment for Learning)
- समावेशी शिक्षा (Creating an Inclusive School)

**विशेषताएँ**

1. यह पुस्तक आपके विश्वविद्यालय के परीक्षा पैटर्न पर आधारित है।
2. इस पुस्तक में परीक्षोपयोगी महत्वपूर्ण प्रश्न एवं उत्तर सम्मिलित हैं।
3. विषय से सम्बन्धित महत्वपूर्ण तथ्यों (Topics) को सूक्ष्म अध्ययन सामग्री द्वारा प्रस्तुत किया गया है।
4. इस पुस्तक में दो मॉडल पेपर संलग्न हैं।